Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in
Enterprise

L1/2

Specification

Qualification No: 603/7063/4 *First teaching from September 2022*

Issue 4

Pearson
BTEC Level 1/Level 2
Tech Award in Enterprise

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Publication code VQ000050

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the enterprise sector

Enterprise is an important part of the business sector and plays a major role in the UK's global economic status. The role of entrepreneurs is to help create wealth for the nation and its citizens through the creation of enterprises that innovate and grow the economy. According to 2019 data, there are nearly six million such businesses in the UK, employing around 16.6 million people. Small and medium-sized enterprises (SMEs) account for 99.9 per cent of the business population in the UK and account for three-fifths of the employment and around half of the turnover in the UK private sector, worth around £2.2 trillion.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise Specification Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
We have amended the release dates for the Pearson-set assignments.	Pages 14, 30
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 51, 52

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise Specification Issue 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
In *Component 3: Marketing and Finance for Enterprise the Assessment* outcomes have been amended to be in line with the requirements in the Sample Assessment Materials and the key word/Command verb 'Identify' has been added.	Pages 38, 45

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise Specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
In *Component 1: Exploring Enterprises* the *Teaching content* section for A2 was reformatted and reworded for clarity and 'technology' was added to A3.	Page 10
In *Component 2: Planning and Presenting a Micro-Enterprise Idea* 'account' was added after 'profit and loss' under 'Financial information' in the *Teaching content* section for A2.	Page 27
In *Component 3: Marketing and Finance for Enterprise* 'Online Public Relations' was added before '(OPR)' under 'Promotion' in the *Teaching content* section for A2.	Page 39
In *Component 3: Marketing and Finance for Enterprise* the table under *Links to other components* section has been amended to correct the Component 1 Learning outcome B title in the left-hand column and bullet points on the right-hand column.	Page 44
In *Component 3: Marketing and Finance for Enterprise* the table under *Key terms typically used in assessment* section has been amended to remove Key words/Command verbs that will not be used in assessments and the definitions have been corrected to be in line with the Sample Assessment Materials.	Page 45
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 49, 51
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 67

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1 Pearson BTEC Level 1/Level 2 Tech Award in Enterprise – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/7063/4) is for learners who want to acquire sector-specific applied knowledge and practices through vocational contexts by studying enterprises, entrepreneurs, customers, competitors, the external environment, business planning and presenting, marketing and finance as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements, and financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and understanding through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- knowledge that underpins an effective use of skills, such as the activities, skills and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the success of an enterprise; in addition, the process of developing a business plan and using and applying marketing and finance knowledge
- development of key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on the performance of an enterprise idea and own use of skills.

This Tech Award complements the learning in GCSE programmes such as Computer Science and Design and Technology by requiring learners to apply their knowledge in practical ways, through activities that will enable them to develop their ideas, for example, researching an idea for a small enterprise.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects

- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the enterprise sector
- study business enterprise post-16 through a Technical Certificate designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

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2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Enterprise				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Exploring Enterprises	**36**	**1/2**	Internal
2	Planning and Presenting a Micro-Enterprise Idea	**36**	**1/2**	Internal
3	Marketing and Finance for Enterprise	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the enterprise sector, and relevant transferable skills such as research, planning, problem solving and communication at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's success
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- reflective practice through presenting an enterprise idea that allows learners to reflect on their own communication skills.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Centres will mark the completed assignments using the descriptors in the marking grid given in each component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 working days.

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Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Exploring Enterprises	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 5 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Planning and Presenting a Micro-Enterprise Idea	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 7 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3: Marketing and Finance for Enterprise requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of that enterprise.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Marketing and Finance for Enterprise	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	**January/ February and May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

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3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Component assignment	This gives a description of the assignment for the component and how it should be delivered.

Section	Explanation
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.

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Component 1: Exploring Enterprises

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Introduction

Enterprise is the set of skills and characteristics that an entrepreneur requires in order to be innovative, including creativity, risk-aversion, inventiveness and dedication. It is also the name given to a small start-up business. In this component, you will have the opportunity to develop knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise.

Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to interpret your findings to support your understanding of customers and competitors. You will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analyses can be used to support decision making.

This component will give you an understanding of the factors that contribute to a successful enterprise. You will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Learning outcomes

A Understand how and why enterprises and entrepreneurs are successful

B Understand customer needs and competitor behaviour through market research

C Understand how the outcomes of situational analyses may affect enterprises.

Teaching content

Learning outcome A: Understand how and why enterprises and entrepreneurs are successful

Learners will explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.

A1 Size and features of SMEs

- Size of SMEs to include:
  - micro: up to 10 members of staff
  - small: between 11–49 members of staff
  - medium: between 50–249 members of staff.
- Types of profit-making enterprises to include:
  - sole trader, partnership, limited liability partnership (LLP), ltd, social enterprise that uses some of the profits to reinvest in the enterprise.
- Features of SMEs to include:
  - run by a single individual or small team of people
  - physical location and/or online operation
  - sole employment or as part of a hobby/side hustle
  - existing in one or more sectors of the economy.

A2 Markets, sectors, models and industries in which enterprises operate

- Different sectors and business models, including:
  - markets:
    - Business to Business (B2B)
    - Business to Customer (B2C)
  - sector:
    - goods
    - services
  - models:
    - bricks and clicks and flips
    - e-commerce.
- Different industries in which enterprises operate.

A3 Aims and activities of enterprises

- Aims of enterprises to include:
  - making a profit, surviving, breaking-even, expanding, maximising sales, being environmentally friendly, being ethical, satisfying customers, providing a social service.
- Impact of activities in supporting the aims of enterprises to include:
  - developing and producing goods and services to meet the needs of changes in the market
  - attracting new customers and retaining existing customers through offers and promotions
  - managing business resources: finance, people, technology.
- Impact of failing to undertake these activities successfully.

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A4 Skills and characteristics of entrepreneurs

- Reasons why entrepreneurs start their own enterprise to include:
  - to be your own boss, to pursue a hobby, flexibility, to pursue a social mission.
- Impact of the skills and characteristics of the entrepreneur in helping to support the aims of the enterprise to include:
  - skills: knowledge of industry/sector, technical, interpersonal, communication and presentation, planning and researching, time management, negotiation, prioritising tasks, problem solving, managing risk, leadership and teamwork
  - characteristics: focus, passion, versatility, motivation and dedication, inventiveness, proactiveness, confidence, flexibility and adaptability, resilience and willingness to risk adversity, self-reliance, optimism, vision, resourcefulness, creativity and the capacity to inspire.

Learning outcome B: Understand customer needs and competitor behaviour through market research

Learners will explore the market research methods used by enterprises and their importance in understanding customer needs and competitor behaviour.

B1 Market research methods

- Benefits and drawbacks of a range of primary research methods used by enterprises to include:
  - qualitative and quantitative questionnaires and surveys: face-to-face, telephone, post, on a website/social media site
  - visits or observation: looking at and recording how customers and competitors behave in situations in a structured way
  - formal or informal interviews, chats or focus groups: talking to people to find out their views and experiences.
- Benefits and drawbacks of a range of secondary research methods used by enterprises to include:
  - online research
  - books, journals, trade magazines
  - company materials
  - market and government reports and statistics.

B2 Understanding customer needs

- The importance of the information that primary and secondary research methods can provide about customers to include:
  - understanding the market: anticipating and identifying customer needs
  - producing products to market that solve a problem or add value for the customers
  - identifying customer expectations: good-value products, rapid response to enquiries, clear and honest information, after-sales service
  - adapting different products to meet customer needs according to age, gender, income, lifestyle and location.

B3 Understanding competitor behaviour

- Understanding the market:
  - anticipating and identifying competitor behaviour
  - producing products to market that are different from competitors
  - identifying features of the competitors.

- Competitive advantage:
  - the ability to meet customer needs better than competitors on quality, price, features, customer service, availability, convenience.

B4 Suitability of market research methods

- Suitability of market research methods that could help the enterprise in gaining further information to include:
  - finding out further information about their customers and their competitors
  - alternative methods based on the size of the enterprise, cost of research, time and human resources available to undertake research.

Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises

Learners will carry out research into internal and external factors for use in a PEST and SWOT analysis to help them understand how these factors affect enterprises.

C1 PEST (Political, Economic, Social, Technological) analysis

- Recommendations for actions that enterprises could take based on research and analysis of the following factors:
  - political: governmental changes, new regulations, changes in taxation
  - economic: consumer confidence in the economy, growth/recession, level of employment, cost of borrowing, cost of energy
  - social: changing consumer behaviour and trends
  - technological: social media, energy efficiency, technological trends, costs of marketing and selling.
- Suitability of recommendations made according to the potential positive and negative impact on costs and revenues.

C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis

- Impact of the strengths, weaknesses, opportunities and threats based on research, analysis and understanding of enterprises to include:
  - strengths: effective planning and financing, marketing and promoting the enterprise, location, reputation, unique selling point (USP), strong branding, competitive advantage
  - weaknesses: unforeseen human resources costs (i.e. staff illness), lack of investment, poorly performing product/service, competitive disadvantage
  - opportunities: growing market trends, developments in technology, gaps in the market, government policy changes, loans and grants, funding, events/holidays, development of additional products and services, adaptations to existing market offering, developing adapted marketing strategies, amendments to staffing, alternative investment decisions
  - threats: competitors, supplier problems, developments in technology, government policy, lack of funding, market changes.
- Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues.

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Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of micro, small and medium-sized enterprises (SMEs). It will also help develop skills in undertaking research and the interpretation of data collected, which can then be used to make supported judgements about the success of the selected enterprise.

This component provides underpinning knowledge on current enterprises. The knowledge and skills gained will then enable learners to utilise their learning in the second internal component and the external component.

- Learners should be exposed to a range of SMEs including those differing in size, characteristics and purpose during the teaching and learning for this component.
- There is no necessity for enterprises being studied to be local. However, learners should be given opportunities to have contact beyond desk-based research, for example face-to-face or via phone call contact, information provided by the entrepreneur on the enterprise, visits to the enterprise or visiting speakers.
- The same SMEs can be used for learning outcomes A, B and C in order to avoid increasing the number of different contacts and research learners will need to conduct.
- The SMEs should also provide opportunities for learners to analyse how the enterprise uses market research. This may not always be possible with some very small micro enterprises. Entrepreneurs may need to be provided with assessment information so they can understand the information needed by learners in order to complete the teaching and learning required for this component.
- Learners may select a social enterprise providing that it trades and does not rely solely on donations or grant funding as a source of revenue
- Franchises and public limited companies (PLCs) are not included in the component content. Franchises may be selected as long as the franchisee undertake their own market research in order to enable the exploration of market research in Learning outcome B. PLCs are too large to fit with the size requirements for this component.
- Charities, voluntary organisations and not-for-profit organisations are not included in the component content. These should not be selected as there is a requirement for the selected SMEs to be profit-making.

You may choose to deliver this component alongside Component 2.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use the information provided on the sectors to select and research an appropriate enterprise and their associated entrepreneur(s), exploring how the activities of the enterprise and the skills and characteristics of the entrepreneur(s) help the enterprise to achieve their aims.
- In response to Task 2, learners will investigate the market research methods currently used by their chosen enterprise and explore the information this provides the enterprise on their customers and competitors, making recommendations for improvements to these methods.
- In response to Task 3, learners analyse PEST and SWOT factors to make supported judgements on the actions the enterprise could take and make supported judgements on opportunities and threats as a result.

The assignment will take approximately 6 hours of monitored preparation and 5 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

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Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: The impact of the activities carried out by the selected enterprise to its success **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **superficial** and **generic** information on a **limited number** of activities showing a **lack** of understanding of the selected enterprise • **simplistic** and **illogical** reasons to show how the activities help to support the aims of the selected enterprise.	**Adequate** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **some** activities are **partially detailed** and **partially specific** and show a **basic** understanding of the selected enterprise • **partially developed** and **partially logical** reasons to show how the activities help to support the aims of the selected enterprise.	**Good** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **most** activities are **mostly detailed** and **mostly specific** and show a **good** understanding of the selected enterprise • **mostly developed** and **mostly logical** reasons to show how the activities help to support the aims of the selected enterprise.	**Comprehensive** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **all** activities are **fully detailed** and **fully specific** and show a **deep** understanding of the selected enterprise • **fully developed** and **fully logical** reasons to show how the activities help to support the aims of the selected enterprise.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: The impact of the activities carried out by the selected enterprise to its success *(continued)* Learning outcome A: Understand how and why enterprises and entrepreneurs are successful				
No rewardable material	**Limited** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **unsupported** and make **irrelevant** links to how these help to support the aims of the selected enterprise.	**Adequate** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **partially supported** and make **partially relevant** links to how these help to support the aims of the selected enterprise.	**Good** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **mostly supported** and make **mostly relevant** links to how these help to support the aims of the selected enterprise.	**Comprehensive** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **fully supported** and make **fully relevant** links to how these help to support the aims of the selected enterprise.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **superficial** and **generic** information on a **limited number** of skills and characteristics showing a **lack** of understanding of the specific entrepreneur(s) • **simplistic** and **illogical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Adequate** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **some** skills and characteristics are **partially detailed** and **partially specific** and show a **basic** understanding of the specific entrepreneur(s) • **partially developed** and **partially logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Good** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **most** skills and characteristics are **mostly detailed** and **mostly specific** and show a **good** understanding of the specific entrepreneur(s) • **mostly developed** and **mostly logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Comprehensive** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **all** skills and characteristics are **fully detailed** and **fully specific** and show a **deep** understanding of the specific entrepreneur(s) • **fully developed** and **fully logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success *(cont'd)* Learning outcome A: Understand how and why enterprises and entrepreneurs are successful				
No rewardable material	**Limited** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **unsupported** and make **irrelevant links** to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Adequate** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **partially supported** and make **partially relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Good** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **mostly supported** and make **mostly relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Comprehensive** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **fully supported** and make **fully relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Market research methods **Learning outcome B: Understand customer needs and competitor behaviour through market research**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **superficial** and **generic** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **simplistic** and **generic** to the selected enterprise	**Adequate** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **partially detailed** and **partially specific** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **partially detailed** and **partially specific** to the selected enterprise	**Good** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **mostly detailed** and **mostly specific** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **mostly detailed** and **mostly specific** to the selected enterprise	**Comprehensive** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **fully detailed** and **fully specific** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **fully detailed** and **fully specific** to the selected enterprise

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Market research methods *(continued)* **Learning outcome B: Understand customer needs and competitor behaviour through market research**				
No rewardable material	• recommendations for alternative primary and secondary methods are **inappropriate** and **unsupported** in how they will help to gain further information about their customer needs and competitor behaviour.	• recommendations for alternative primary and secondary methods are **partially appropriate** and **partially supported** in how they will help to gain further information about their customer needs and competitor behaviour.	• recommendations for alternative primary and secondary methods are **mostly appropriate** and **mostly supported** in how they will help to gain further information about their customer needs and competitor behaviour.	• recommendations for alternative primary and secondary methods are **fully appropriate** and **fully supported** in how they will help to gain further information about their customer needs and competitor behaviour.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: PEST analysis **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **superficial** and **unsupported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **inappropriate** and **unsupported** by the PEST analysis.	**Adequate** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **partially detailed** and **partially supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **partially appropriate** and **partially supported** by the PEST analysis.	**Good** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **mostly detailed** and **mostly supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **mostly appropriate** and **mostly supported** by the PEST analysis.	**Comprehensive** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **fully detailed** and **fully supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **fully appropriate** and **fully supported** by the PEST analysis.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: SWOT analysis **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **simplistic** and **unsupported** in how these factors may affect the selected enterprise • **simplistic** and **illogical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Adequate** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **partially detailed** and **partially supported** in how these factors may affect the selected enterprise • **partially developed** and **partially logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Good** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **mostly detailed** and **mostly supported** in how these factors may affect the selected enterprise • **mostly developed** and **mostly logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Comprehensive** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **fully detailed** and **fully supported** in how these factors may affect the selected enterprise • **fully developed** and **fully logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: SWOT analysis *(continued)* **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
No rewardable material	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **unsupported** and make **irrelevant links** to how these may affect the selected enterprise.	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **partially supported** and make **partially relevant** links to how these may affect the selected enterprise.	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **mostly supported** and make **mostly relevant** links to how these may affect the selected enterprise.	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **fully supported** and make **fully relevant** links to how these may affect the selected enterprise.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to*:*

- IT, appropriate software and the internet to undertake secondary research
- contact with appropriate entrepreneurs to undertake primary research.

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Component 2: Planning and Presenting a Micro-Enterprise Idea

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Introduction

If you are going to succeed as an entrepreneur, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring.

In this component, you will use the knowledge gained from Component 1 and undertake some further research to generate two ideas before choosing one realistic idea to plan for a micro-enterprise. There are specific requirements that you need to consider when planning your idea. This will be a micro-enterprise that you could start at the age of 14–16 years, i.e. you are not able to legally rent premises, employ anybody or get a loan from a lender. You will have the opportunity to plan how best to set up the chosen enterprise. You will need to think about the costs you may incur and the financial documents that would be required by potential investors.

You will need to take responsibility for producing and then delivering a presentation for your idea using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. You will need to record the delivery of this presentation, but it does not have to be in front of a live audience.

In the final part, having watched a recording of your presentation delivery, you will review the presentation and make justified recommendations.

Developing your planning and research, communication and self-reflection skills will help you to progress to Level 2 or Level 3 vocational and academic qualifications.

Learning outcomes

A Choose an idea and produce a plan for a micro-enterprise idea

B Present a plan for the micro-enterprise idea to meet specific requirements

C Review the presentation of the micro-enterprise idea to meet specific requirements.

Teaching content

Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea

Learners will develop their knowledge and understanding of the skills required to plan for a micro-enterprise idea.

A1 Choosing ideas for a micro-enterprise

- Generation of ideas and choosing or rejecting ideas that may contribute to the likely success of an enterprise idea:
  - own interests/skills audit
  - resources available
  - potential constraints: budget, age constraints – i.e. not able to employ others, not able to have a loan from a lender, not able to rent premises
  - financial forecasts
  - costing and pricing
  - methods of communication and promotion
  - potential customers
  - gaps in the market.
- Innovative ideas which are realistic and within budget and could include:
  - animal and horticulture
  - art and design
  - cleaning and maintenance
  - creative and speciality crafts
  - entertainment, performing arts and leisure
  - fashion and accessories
  - food and drink
  - hair and beauty
  - holding/hosting events
  - lifestyle
  - mental health and wellbeing
  - sport and exercise
  - sustainable and environmental
  - teaching, educational and coaching
  - technological, digital, social media and e-commerce
  - writing and publishing.

A2 Plan for a micro-enterprise

Learners will draw on research to complete an accurate and realistic business plan for their chosen micro-enterprise idea within a given budget, to include:

- Ownership of the micro-enterprise:
  - sole trader
  - social enterprise.
- Aims of the micro-enterprise:
  - financial aims: to make a profit, to break-even

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  - non-financial aims: customer satisfaction, social aims such as meeting a need in the community.
- Features of the product (goods or services) to be sold, including:
  - ensuring product features and production of product is environmentally friendly and in the public interest, i.e. safe, ethical and legal
  - relevant benefits and unique selling points (USPs)
  - cost.
- Pricing of the product (goods or services) to be sold, including:
  - strategy: cost-plus/mark-up, competitive, skimming, penetration, premium
  - selling price.
- Methods of promotion:
  - selection of methods of promotion: advertising, use of social media
  - cost effectiveness.
- Identifying the target market:
  - market segment
  - pricing strategy, selling price and promotion appeal and relevance to target market
  - how product will reach market: selling direct, online or both
  - establishing and sustaining sales to target customers.
- Resources required:
  - physical resources: location, materials, equipment, fixtures and fittings, information technology, stock
  - financial resources: sources of finance, calculation of start-up costs, running costs, and production costs/cost of sales
  - human resources: skills and roles, possible training and development needs
  - how the resources will be obtained/funded.
- Financial information:
  - financial planning and forecasting commentary: break-even calculation and 12-month cash flow forecast
  - financial records commentary: profit and loss account (forecast statement of comprehensive income).
- Risk assessment:
  - description of potential and realistic risks involved: lack of skills, competitors, unexpected costs, sourcing of resources, quality control, lack of customer interest
  - threats posed by competitors: products, customers, customer service, advertising and promotion, success and failures, potential gaps in their offering
  - recommendations as to how risks can be overcome
  - recommendations as to how to ensure quality of products.
- Viability of the plan based on the following considerations:
  - financial data
  - safety
  - ethicality
  - legality
  - environmental.

Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements

Learners will develop skills to produce and deliver an electronic presentation that summarises the business plan.

B1 Production of presentation

- Selection of relevant information and logical sequencing of information and ideas.
- Use of appropriate written communication skills:
  - use of business terminology
  - presentation of information and data.
- Consistent visual presentation appropriate for the enterprise idea: appropriate colours, use of margins, appropriate use of images and transitions, appropriate font including size and type.

B2 Delivery of presentation

- Methods of recording and delivery: on-screen videos and sharing, electronic presentation, pre-recorded, video group calls, vlog.
- Accurate and effective verbal communication skills: language and tone, pace, volume and projection, use of business terminology.
- Engaging non-verbal communication skills: conduct of presenter, positive attitude, well-rehearsed, body language, gestures and eye contact.

Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements

Learners will develop critical thinking skills as they review and reflect on the success of the production and delivery of their presentation, making recommendations for improvements.

C1 Review of presentation

- Review of own skills demonstrated in the production and delivery of the presentation, to include:
  - skills demonstrated: written, summarisation, language and terminology, verbal communication, non-verbal communication, presentation, technical and practical
  - making supported judgements on strengths and weaknesses based on self-reflection and review:
    - what went well
    - what went less well or did not go to plan
  - recommendations for improvements to the production and delivery of the electronic presentation.

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Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of the creativity and research that is necessary to choose and reject enterprise ideas, business planning, financial literacy and the critical thinking, presenting and reviewing skills necessary to refine ideas.

This component provides the fundamental innovating and enterprising skills necessary for preparing learners to be entrepreneurs in the future. The knowledge and skills gained will enable learners to utilise their learning in the external component.

- Learners could work in groups to generate a number of potential ideas during teaching and learning but must work alone to generate evidence individually for the assessment.
- Learners may only select from a sole trader or a social enterprise as their ownership. No other ownership types are permitted.
- Learners must only consider enterprises that are appropriate to their age range and capabilities, please refer to the component introduction for further information.
- Budget requirements must be met, as outlined in the Pearson-set Assignment.
- The business plan template provided in the Pearson-set Assignment must be used.
- The financial statements/ documents provided must be used, as necessary, in the business plan.
- There is no requirement for a balance sheet nor a break-even chart to be provided in the business plan. A break-even calculation must be provided.
- Learners must be given sufficient time to practice their presentation skills.
- Presentations do not need to be live and do not need to be delivered in front of an audience or completed in the classroom. They must be visually recorded.
- Learners can record themselves delivering presentations using appropriate software/ hardware.
- Visual recordings of the presentations could be given to an appropriate audience member for additional feedback, but this is not a requirement.
- Learners must watch their own visual recordings of their presentation delivery to be able to review it for Learning outcome C.

You may choose to deliver this component alongside Component 1.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will use research methods to choose and reject ideas for a micro-enterprise and develop a business plan.
- In response to Task 2, learners will present their business plan and review the production and delivery of their presentation.

The assignment will take approximately 6 hours of monitored preparation and 7 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

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Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Choosing an idea **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **superficial** and show a **lack of understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **simplistic** and show a **lack of understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **unsupported** by relevant research.	**Adequate** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **partially detailed** and show a **basic understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **partially developed** and show a **basic understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **partially supported** by reference to relevant research.	**Good** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **mostly detailed** and show a **good understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **mostly developed** and show a **good understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **mostly supported** by reference to relevant research.	**Comprehensive** judgements about the best idea to choose and which one to reject for a micro-enterprise. Evidenced through: • ideas are **fully detailed** and show a **deep understanding** of the requirements of the task • reasons for selection and rejection of the micro-enterprise ideas are **fully developed** and show a **deep understanding** of the likely success of the ideas • judgements on the best idea to choose and the idea to reject are **fully supported** by reference to relevant research.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning your chosen micro-enterprise idea (aims, features, pricing, promotion and resources) **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **simplistic** and **lack relevance** to the target market • physical, financial and human resources are **simplistic** and **unrealistic**. Financial resources are given with **many errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **unsupported** by research.	**Adequate** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **partially detailed** and **partially relevant** to the target market • physical, financial and human resources are **partially detailed** and **partially realistic**. Financial resources are given with **some errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **partially supported** by research.	**Good** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **mostly detailed** and **mostly relevant** to the target market • physical, financial and human resources are **mostly detailed** and **mostly realistic**. Financial resources are given with **few errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **mostly supported** by research.	**Comprehensive** application of knowledge and understanding of the requirements of the business plan. Evidenced through: • aims, product features, pricing and promotion are **fully detailed** and **fully relevant** to the target market • physical, financial and human resources are **fully detailed** and **fully realistic**. Financial resources are given with **no errors** • all requirements of the task including aims, product features, pricing, promotion and resources are **fully supported** by research.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning your chosen micro-enterprise idea (financial planning, forecasting and records) **Learning outcome A: Choose an idea and produce a plan for a micro-enterprise idea**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records have **many omissions and errors** and are **unrealistic** • risk assessment that is **simplistic and unrealistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **unsupported** by research. Viability judgement is **unsupported** by financial data, safety, ethicality, legality and environmental considerations.	**Adequate** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **partially complete, accurate and realistic** • risk assessment that is **partially detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **partially supported** by research. Viability judgement is **partially supported** by financial data, safety, ethicality, legality and environmental considerations.	**Good** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **mostly complete, accurate and realistic** • risk assessment that is **mostly detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **mostly supported** by research. Viability judgement is **mostly supported** by financial data, safety, ethicality, legality and environmental considerations.	**Comprehensive** application of knowledge and understanding in the requirements of the business plan. Evidenced through: • financial planning, forecasting and records that are **complete, accurate and realistic** • risk assessment that is **fully detailed and realistic** • all requirements of the task including financial planning, forecasting and records and risk assessment are **fully supported** by research. Viability judgement **is fully supported** by financial data, safety, ethicality, legality and environmental considerations.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2a: Presenting your business plan **Learning outcome B: Present a plan for the micro-enterprise idea to meet specific requirements**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **most** elements are **not effectively summarised** and **do not** cover relevant and important information • use of business terminology is **inconsistent** and **inaccurate** and presentation is **inappropriate** to the enterprise idea *Delivery* • verbal communication is **inaccurate** and **ineffective**. Non-verbal communication is **not engaging**.	**Adequate** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **some** elements are **effectively summarised** and **some relevant and important** information is covered • use of business terminology is **partially consistent** and **partially accurate** and presentation is **partially appropriate** to the enterprise idea *Delivery* • verbal communication is **partially accurate** and **partially effective**. Non-verbal communication is **partially engaging**.	**Good** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **most** elements are **effectively summarised** and **most relevant and important** information is covered • use of business terminology is **mostly consistent** and **mostly accurate** and presentation is **mostly appropriate** to the enterprise idea *Delivery* • verbal communication is **mostly accurate and mostly effective**. Non-verbal communication is **mostly engaging**.	**Comprehensive** application of knowledge and understanding demonstrated in the *production* and *delivery* of the electronic presentation. Evidenced through: *Production* • **all** elements are **effectively summarised** and **all relevant and important** information is covered • use of business terminology is **consistent** and **accurate** and presentation is **appropriate** to the enterprise idea *Delivery* • verbal communication is **accurate** and **effective**. Non-verbal communication is **engaging throughout**.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2b: Reviewing the presentation **Learning outcome C: Review the presentation of the micro-enterprise idea to meet specific requirements**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **simplistic** and **unsupported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **simplistic** and **unsupported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **simplistic** and are **unsupported** by reference to the production and delivery of the electronic presentation.	**Adequate** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **partially developed** and **partially supported** by reference to the production and delivery of the electronic presentation.	**Good** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **mostly developed** and **mostly supported** by reference to the production and delivery of the electronic presentation.	**Comprehensive** judgements demonstrated in the review of the production and delivery of the electronic presentation. Evidenced through: • judgements about strengths are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation • judgements about weaknesses are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation • recommendations for improvements are **fully developed** and **fully supported** by reference to the production and delivery of the electronic presentation.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to*:*

- IT, appropriate software and hardware to produce the business plan and produce and record their presentation
- IT, appropriate software and the internet to undertake secondary research
- appropriate target audience members to conduct primary research for learning outcome A.

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Component 3: Marketing and Finance for Enterprise

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Introduction

In this component you will consider how small and medium-sized enterprises (SMEs) use marketing and finance. You will look at the different elements of the marketing mix in order to be able to identify target markets, make marketing decisions and put forward marketing suggestions for enterprises to use to increase their success in the future. You will analyse financial information in context, complete and use financial documents and financial statements. You will consider different payment methods. You will investigate profitability and liquidity and its effects on a given enterprise using ratios (the formulae will be provided). You will consider the importance of financial planning and forecasting for an enterprise, make financial decisions and recommend suggestions for improvements.

You will develop skills in analysing information and giving advice for a specific purpose, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Summary of assessment

This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will be provided with a case study of a small to medium-sized enterprise (SME), and a number of questions to answer.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. First assessment is January/February 2024.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate knowledge of facts, terms and issues in relation to enterprise

AO2 Demonstrate an understanding of facts, terms and issues in relation to enterprise

AO3 Apply an understanding of facts, terms and issues in relation to enterprise

AO4 Make connections with concepts, issues and terms in enterprise

AO5 Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts

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Essential content

A Marketing activities

A1 Targeting and segmenting the market

Learners will explore how and why enterprises may target their markets.

- Target market: the market an enterprise wants to sell its products to.
- Market segmentation: key differentiators that divide customers into groups to be targeted:
  - demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group
  - geographic: location
  - psychographic: social class, attitudes, lifestyle and personality characteristics
  - behavioural: spending, consumption, rate of usage, loyalty status, desired benefits.
- Markets: Business to Business (B2B), Business to Consumer (B2C), niche, mass.

A2 4Ps of the marketing mix

Learners will explore the marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises.

- Product:
  - product portfolio: comprises all products (goods and services) of an enterprise
  - product life cycle: development, introduction, growth, maturity, decline
  - USP (unique selling point)
  - branding, brand personality, brand image.
- Price:
  - pricing strategies: penetration, skimming, competitive, cost-plus, premium.
- Place:
  - digital and physical distribution of products.
- Promotion:
  - promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR), social media marketing, personal selling, direct marketing, sales promotion
  - 'above the line' and 'below the line' promotion.
- Multichannel marketing: using a range of traditional and/or digital methods.

A3 Factors influencing the choice of marketing methods

Learners will explore the factors influencing the choice of marketing methods for enterprises.

- Factors influencing the choice of marketing methods:
  - appropriateness for product and its brand image
  - speed/accessibility of information/ease of reaching target market
  - cost to the enterprise
  - competitors' activities
  - experience of the entrepreneur.

A4 Trust, reputation and loyalty

Learners will explore the importance of brand image and reputation on attracting and retaining customers of enterprises.

- Importance of brand image: perceptions of quality, value, variety and customer service.
- Importance of reputation: actions of the enterprise and how they affect public opinion
  - being environmentally friendly
  - rejecting unethical or controversial marketing strategies
  - responding to customer service issues quickly and efficiently
  - getting involved in the local community through help/donations/prizes.

B Financial documents and statements

B1 Financial documents

Learners will complete and interpret financial documents. Learners will explore the purpose, typical format, sequence and the part that each document plays when ordering, checking, recording and paying for goods and/or services.

- Types of financial documents: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts.
- Importance of accuracy when these documents are being used.
- Importance of accurate financial documents and record-keeping to business accounting.

B2 Payment methods

Learners will explore why enterprises use some or all of the following payment methods.

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.
- Impact on customers and enterprises of using different payment methods.

B3 Revenue and costs

Learners will explore the sources of revenue and costs for enterprises and how and why they can be minimised/maximised.

- Revenue/turnover.
- Start-up and running costs.

B4 Financial statements

Learners will complete and interpret financial statements for enterprises. Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.

- Profit and loss account (statement of comprehensive income): shows the profit or loss of an enterprise over time:
  - revenue, cost of sales, expenses, gross profit, net profit (profit for the year).

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- Balance sheet (statement of financial position): shows the financial performance of an enterprise at a point in time:
  - fixed (non-current) and current assets
  - working capital (net current assets)
  - long term (non-current) and current liabilities
  - debtors (accounts receivable) and creditors (accounts payable)
  - equity.
- Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers.

B5 Profitability and liquidity

Learners will explore how these financial statements could be of interest to the stakeholders of enterprises.

Learners will calculate profitability and liquidity for enterprises, and comment on the results of these calculations.

- Difference between cash and profit.
- Difference between liquidity and profitability.
- Calculate profitability ratios from given formulae:
  - gross profit margin percentage (GPM) = (gross profit ÷ revenue) × 100
  - net profit margin percentage (NPM) = (net profit ÷ revenue) × 100.
- Calculate liquidity ratios from given formulae:
  - current ratio = current assets ÷ current liabilities
  - liquid capital ratio = (current assets − inventory) ÷ current liabilities.

C Financial planning and forecasting

C1 Budgeting

Learners will explore the range of budgets used by enterprises, calculate simple budget figures and comment on the results.

- Expenditure and revenue budgets:
  - capital expenditure
  - cash
  - labour
  - marketing/promotion
  - overheads
  - production
  - purchases/materials
  - revenue/sales.
- Difference between budgeting and budgetary control (checking performance against plan).
- Impact of favourable and adverse variances

C2 Cash flow

Learners will explore, complete and interpret cash flow forecasts and statements. They will consider the differences between predicted and actual cash flow.

- Cash flow forecast: predicted inflows/receipts, outflows/payments, net inflows/outflows, opening and closing balances, surpluses, deficits.
- Purpose of cash flow forecasts:
  - to identify money coming in and going out of the enterprise over time
  - to determine the impact of timings of inflows and outflows
  - to determine positive and negative liquidity and make business decisions.
- Difference between forecasted and actual cash flows.

C3 Suggesting improvements to cash flow problems

Learners will explore the effects of positive and negative cash flow on enterprises and their stakeholders, identifying possible issues and suggesting solutions.

- Cash flow problems: cash surpluses, cash deficits.
- Suggested solutions to problems:
  - increasing revenue
  - selling off unused assets/inventory
  - chasing debtors for monies owed
  - cutting costs
  - delaying payment to suppliers
  - reducing credit period offered to customers
  - cutting back or delaying expansion plans
  - paying off debts
  - investment.

C4 Break-even point and break-even analysis

Learners will calculate the break-even point and margin of safety, construct and interpret a break-even chart, and recognise the strengths and limitations of break-even analysis.

- Fixed, variable and total costs, and total revenue.
- Break-even point, margin of safety, area of profit and area of loss.
- Importance to an enterprise of breaking even.
- Strengths and limitations of break-even analysis.

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C5 Sources of business finance

Learners will explore why enterprises may plan different sources of finance for different purposes or at different stages, and the advantages and disadvantages of each source.

- Internal sources of finance:
  - personal sources: savings, credit cards, borrowing from friends and family
  - retained profits
  - sale of assets.
- External sources of finance:
  - long-term: mortgages, share capital, taking on new partners
  - medium-term: hire purchase (HP), leasing, loans, peer-to-peer lending (P2P), investment from business angels
  - short-term: bank overdraft, crowdfunding, trade credit
  - government and charitable grants.

Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated to the delivery of this component. The skills support learners in making a synoptic response.

Component	**Material from the component that learners could select and integrate in their synoptic assessment response to Component 3**
Component 1: Exploring Enterprises Learning outcomes: A: Understand how and why enterprises and entrepreneurs are successful B: Understand customer needs and competitor behaviour through market research	When answering questions related to the given scenario in Component 3, learners can draw on knowledge from Component 1: • A1 Size and features of SMEs • A2 Markets, sectors, models and industries in which enterprises operate • A3 Aims and activities of enterprises • B1 Market research methods • B2 Understanding customer needs • B3 Understanding competitor behaviour • B4 Suitability of market research methods.

Component 2: Planning and Presenting a Micro-Enterprise Idea
Learning outcome:
A: Choose an idea and produce a plan for a micro-enterprise idea
	When answering questions related to the given scenario in Component 3, learners can draw on knowledge from Component 2:
	• A2 Plan for a micro-enterprise
	  ○ Ownership of the micro-enterprise
	  ○ Aims of the micro-enterprise
	  ○ Features of the product (goods or services) to be sold
	  ○ Pricing of the product (goods or services) to be sold
	  ○ Methods of promotion
	  ○ Identifying the target market
	  ○ Resources required
	  ○ Financial information
	  ○ Risk assessment
	  ○ Viability of the plan.

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Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary applied knowledge, understanding and skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key words/Command verb	Definition
Calculate	Recall and/or use a formula to determine a value using calculation.
Complete	Use quantitative skills/calculation to complete blank or partially completed financial documents.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Draw and label	Draw a break-even chart, identify the parts of a break-even chart by labelling, use chart to identify break-even point.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.
Explain	Present one point that identifies a reason, way, benefit, or importance etc, and a second point that justifies/explains the first point.
Give	Recall from memory facts, terms, processes, uses, characteristics, advantages, disadvantages etc.
Identify	Select the correct answer from the given context/stimulus.

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4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English, mathematics or science to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of the characteristics of a small enterprise, or strategies to improve business performance, or when completing financial statements.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example researching, planning, problem solving and communicating, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

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Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment, however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit approach' to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

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Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

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6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

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7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessments for this qualification are available twice a year in January/February and May/June. First assessment is January/February 2024. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

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8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

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Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our Information Manual available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment prior to certification where necessary, however please note the terminal rule for the external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

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Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation:* this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual:* this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies:* our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

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Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

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Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/ examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.
Complete	Include the required information.

Term	Definition
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.

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Term	Definition
Inaccurate	Work produced incompetently, unfit for purpose with error.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/context but with some limitations.
Suitable	Appropriate for a particular purpose.

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Term	Definition
Summarise	Gather together all of the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

Cover image © Nitat Termmee/Getty Images

Pearson
BTEC

Publication code:
VQ000050